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AUTHOR Cohen, Shirley; And Others
INSTITUTION City Univ. of New York, N.Y. Hunter Coll. Special Education Development Center.
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ABSTRACT

The overview, the first in a series of five manuals, describes the goals of the AID (Accepting Individual Differences) curriculum of fostering acceptance and respect for differences, as exemplified by disabilities. Briefly discussed in the guide's section on the curriculum's rationale are need, assumptions (such as that handicapped individuals have a right to acceptance and respect), and goals (with three cognitive objectives and four behavioral objectives). The section describing the curriculum notes the following four themes of the curriculum: (1) People are different; people are the same; (2) People learn in different ways: (3) Even though we are different, we like each other; and (4) A person's appearance seems significant only when we don't know him or her. There is a common format for the four guides; instructor activities, lesson activities for primary grade students, and guidelines for appropriate activities for more advanced students are contained in each manual. Half the overivew consists of a selected bibliography including approximately 81 professional references; 28 recommended readings for preschool, primary, and middle grade students; 14 biographies and autobiographies for adults and adolescents; and multimedia materials including thirty 16mm films, four filmstrips and slides, three videotapes, one audiotape, and two records. (MC)

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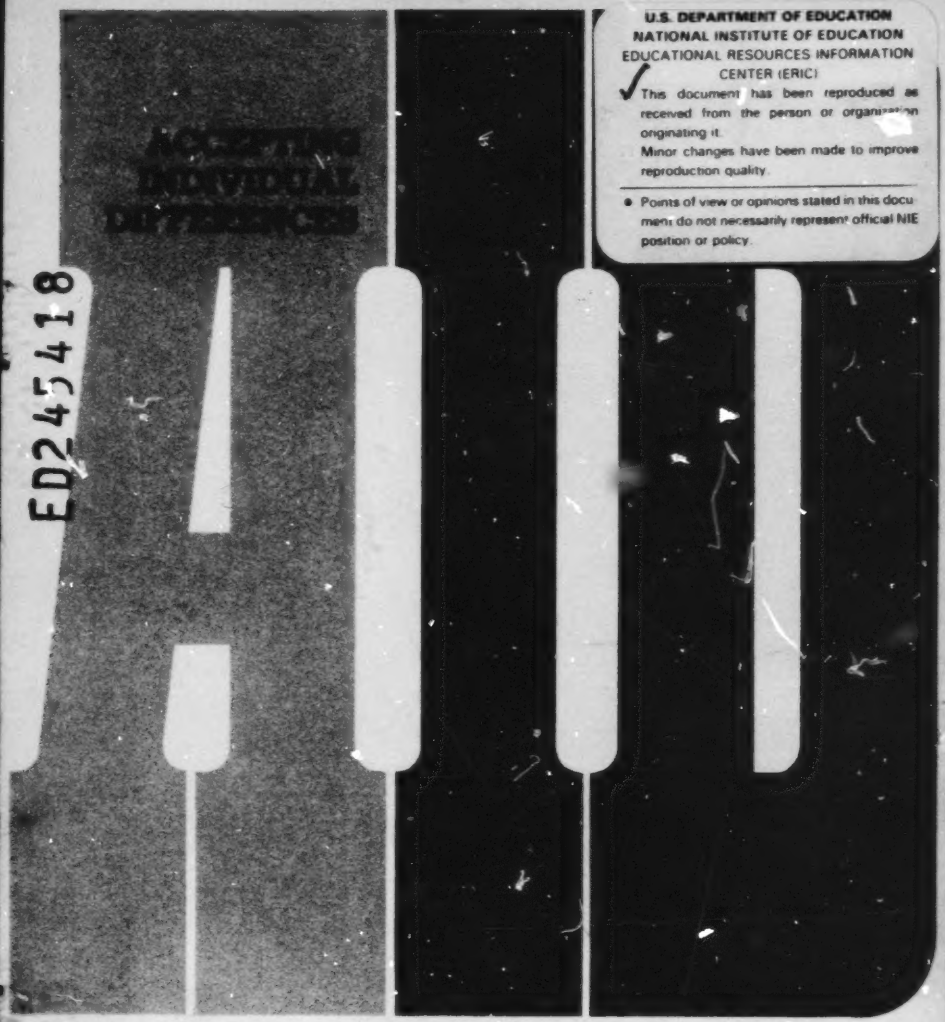

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Overview

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ACCEPTING INDIVIDUAL DIFFERENCES

Overview

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This curriculum was conceived by Shirley Cohen, who also directed its overall production, developed many of the activities, and did much of the actual writing. Nancy Koehler played a major role in developing the instructor curriculum, located most of the relevant resources, and contributed ideas for the student activities. Carole Grand played a major role in developing and writing the basic student activities.

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Introduction

RATIONALE

Education is a process of helping students learn about their world and how to deal with it. In the past when disabled individuals were often relegated to distant institutions or back rooms, most students rarely came into contact with the handicapped. Today the normalization of the disabled is becoming a more and more widely accepted goal. The advent of community-based centers for even the severely handicapped and the more frequent mainstreaming of mildly to moderately disabled students in the schools will expand the worlds of many pupils to include those with handicaps. They will encounter the handicapped in their families, neighborhoods, and schools.

Students are curious and sometimes anxious about the handicapped. They want to know what blindness means; how blind people function; why people become blind; and whether they, too, may become blind. They want to know what it feels like not to be able to walk: how other people feel about those who cannot walk; and how they should relate to people who cannot walk. They want to know why deaf people make such strange sounds and what their hand movements mean.

Very young children may exhibit initial wariness of some disabled individuals, but they are rarely prejudiced against them. They will usually accommodate themselves to another's handicap as part of the process of coming to understand it. Later on this acceptance of the disabled becomes less predictable. It is at this point that a planned approach to fostering and supporting positive attitudes becomes important.

The moral obligation of our society and each individual in it toward the handicapped is one rationale for including the study of the disabled in the elementary or secondary-school curricula. But it is perhaps equally important to point out our responsibility as educators, whether teachers or parents, to take advantage of a potentially rich source of social and cognitive learning experiences for the millions of students under our guidance.

Need

Ten years from now there may be neither need nor justification for a separate curriculum to foster the understanding and acceptance of the handicapped. References to disabilities and the disabled will, it is hoped, be integrated throughout the total curriculum of the schools at appropriate times. Today this is not the case. Students do not learn about people with disabilities in social studies, science, or health education. They do not see pictures of the disabled in their textbooks or learn about handicapped people contributing to society. The handicapped are ignored, if not purposefully excluded. Until the point is reached where our schools and our society reflect respect for the value of handicapped people, special programs are needed.

The need for greater understanding of the handicapped is particularly acute today because society is beginning to recognize the right of a handicapped person to as full a life as possible. Families are being urged to keep their disabled children within the home and are being assisted in doing so. Public school systems are assuming responsibility for the education of even severely handicapped students. There is a movement to bring the disabled into the mainstream of society and help them through avenues as similar as possible to those normally available to others. This means that students will increasingly come into contact with disabled individuals in their schools and communities.

Direct contact alone, however, will not necessarily lead to greater acceptance. Studies of student attitudes toward peers with handicaps do not support the assumption of a simple, positive relationship between increased integration and acceptance.

There is another important reason for not depending solely on increased interaction to foster positive attitudes toward the handicapped. If we take this route, we will be using disabled students as learning instruments for their peers, and in the process they may well be hurt. If we wait until a student meets a handicapped classmate, we risk behavior that rejects that person until the strangeness wears off and a relationship can be established. Moreover, this process will be repeated each time the disabled student encounters another pupil who has never had a handicapped classmate.

How much better it would be to substitute understanding for misunderstanding without exposing the disabled student over and over again to negative behavior. If the practice of bringing the handicapped into the mainstream of our society and schools is to work, we must

create an atmosphere conducive to acceptance: We must prepare the mainstream for the disabled.

Assumptions

First let us examine what we mean by "handicapped." Throughout *Accepting Individual Differences,* the terms *handicap* and *disability* will be used to refer to differences of various kinds that hamper a person's functioning. They are perceived as quantitative rather than qualitative—as extensions of the individual differences found within all groups of people, *part of a continuum of individual characteristics.*

This program assumes that

- Individuals with handicaps have a right to society's acceptance and respect.
- Ignorance of the disabled often breeds fear, avoidance, and derogatory behavior.
- Only by dealing openly and directly with our differences can we overcome the negative attitudes toward handicapped persons that now sometimes exist.
- The school is the appropriate agency for increasing students' understanding of the disabled.
- The study of disabilities and disabled people can enrich the curricula of our schools at all levels.

One question that may be raised immediately is whether a teacher should use this program if he or she already has a handicapped student in the class. The answer is a qualified yes. We cannot and should not try to hide from the issue of accepting differences, including handicaps. This is a valid goal, whether or not disabled pupils are being integrated into regular classes. However, the teacher must be sensitive in judging to what extent and at what point a specific study of handicaps will be helpful to a particular disabled student in the classroom. Some students with handicaps will welcome and actively participate in such study; others may not feel as comfortable with it. In the latter case, the teacher may choose to use the curriculum in a more informal manner, particularly when it relates to a disability represented in the classroom.

Another question that may be asked about this curriculum is whether its concentration on students with handicaps will accentuate their "differentness." There is such a danger, but the risk is minimal compared to the negative behavior that now exists. Disabled students are, by and large, very quickly identified as different by their peers.

Accepting Individual Differences is designed to interfere with the process of turning recognition of disabilities into rejecting behavior. Moreover, it reduces the risks of focusing on disabilities by treating them as extensions of the differences among all individuals and by highlighting the commonalities shared by disabled and non-disabled people.

Goals

The primary goal of this curriculum is to foster acceptance and respect for differences, as exemplified particularly by disabilities. It attempts to reach this goal by

1. Developing an understanding of disabilities
2. Reducing fear of handicapped people
3. Encouraging accepting and helpful behavior toward disabled people

Attitudes are composed of *affective*, *cognitive*, and *behavioral* elements. Although this curriculum attempts to influence all three, its direct target is the cognitive component of attitudes. This emphasis was chosen to be congruent with the methods and content most commonly used in the schools. Beliefs influence both the way we feel and the way we are likely to act. Very often misinformation and lack of understanding contribute to the negative feelings that we experience and the rejecting behavior that we exhibit.

More specifically, *Accepting Individual Differences* was designed to promote the following outcomes:

cognitive objectives

- Pupils will be able to explain the meaning of deafness, blindness, mental retardation, learning disabilities, and cerebral palsy in a way appropriate for their developmental levels.
- They will be able to describe the effects of various disabilities on the everyday functioning of handicapped people.
- They will be able to identify the general causes of disabilities and reject superstitions that breed alienation.

behavioral objectives

- Pupils will not make comments that mock or disparage handicapped individuals.

- Given the opportunity, they will help handicapped classmates in activities with which they have difficulty.
- Given the opportunity, they will express recognition of the strengths of handicapped students and accept help from them.
- Given the opportunity, they will select their handicapped peers as often as other students as playmates or partners in activities in which the handicapped students' impairments do not limit them.

THE AID CURRICULUM

Accepting Individual Differences is organized into easy, sequential steps that educate teachers and parents as well as students about specific handicaps and their ramifications, while at the same time stressing the similarities in feelings and activities that are shared by the disabled and non-disabled alike. It consists of this Overview and four guides that focus on specific disabilities: visual impairment, hearing impairment, motor impairment, mental retardation, and learning disabilities. Each guide has one or two organizing themes, but these themes also run through all the guides.

1. People are different; people are the same.
2. People learn in different ways.
3. Even though we are different, we like each other.
4. A person's appearance seems significant only when we don't know him or her.

Each guide includes both Instructor and Student Activities. The Instructor Activities sections contain basic information about the disability, simulations, and additional references to give the instructor a better understanding of how handicapped individuals feel and function. Most of the additional references are biographies or autobiographies.

The Student Activities sections start with lessons consisting of group discussions and games designed for the primary grades K-3. Four flip books play a prominent role in all the lessons, and an audio cassette of deaf people learning to speak is included for use with the hearing impairment guide. Each guide progresses to Activities for More Advanced Students, designed for middle and upper elementary grades 3-6, in which films, books, and more sophisticated projects are suggested.*

*All the activities in the learning disabilities section are more appropriate for pupils in grades 3 and up.

These activities are designed to be used by anyone who wishes to prepare himself or herself and non-disabled students for interaction with the handicapped. For example, if mainstreaming is instituted in a school, parents can use AID as a reference to better deal with questions that may arise in the home, or to reinforce positive learning experiences that have taken place in the classroom.

Instructor Activities

Before teachers can instruct their pupils in a subject, they themselves must have some competency in it. Most adults have no special background for dealing with the handicapped, and they may have feelings or exhibit behavior that would interfere with the goals of this program. Therefore, we ask that teachers prepare themselves for this instructional activity before turning to their students. Suggestions for preparation are given in all the guides in the Instructor Activities.

In the course of teaching this subject, your expressions, comments, and behavior will communicate to your pupils whether you feel at ease or uncomfortable about handicaps. Therefore, unless you have already been trained to work with disabled individuals, it is important for you to prepare yourself before implementing this program. Some general suggestions for self-preparation follow.

Think back to your first awareness of disabled people. How old were you? How did you feel about and react to the handicapped individuals with whom you came into contact? How do you feel about and react to handicapped individuals with whom you now come into contact?

If you realize that you have ambivalent feelings about people with disabilities—that you feel some discomfort in relating to them and you avoid close contacts with them—you are reacting as many people do. This means that you must be aware of your own feelings and how they affect your behavioral reactions if you are to help your pupils accept the disabled. The recommendations that follow are useful ways to prepare for the Student Activities, even if you find that you do have a positive attitude toward handicapped people.

There are many books to help you better understand reactions to disabled persons, and one that is particularly valuable is listed below. This selection would be an appropriate beginning.

WOLFENSBERGER, W. *Normalization: The Principle of Normalization in Human Services*. Toronto: National Institute on Mental Retardation, 1972.

Two additional books that provide good insight on this topic are

GOFFMAN, E. *Stigma*. Englewood Cliffs, N.J.: Prentice-Hall, 1963.
WRIGHT, B. A. *Physical Disability: A Psychological Approach*. New York: Harper & Row, 1960.

In addition to reading, begin to listen more attentively to the comments of those around you about handicapped individuals. Be alert for newspaper and magazine articles about the disabled, examples of handicapped characters in literature, and portrayals of handicapped people on television and in films.

Another way of learning about disabled people is to establish direct contact with them. There is hardly an adult today who does not come into contact, at some level, with people who have handicaps. If you have been avoiding or minimizing such contacts, allow yourself to experience them more fully. If your neighbor's child is mentally retarded, don't act as though he or she doesn't exist. Perhaps you can find time to do some volunteer reading for the blind or participate in a recreation program for people with other types of disabilities.

If you have never had close contact with disabled individuals, it is strongly suggested that you arrange to visit a program for students with one or more of the handicaps examined in this curriculum. Further suggestions for planning such visits are given in the Instructor Activities sections in each of the following guides.

Simulation is one way by which we learn: By putting ourselves in the place of others, to whatever extent possible, we find out how they feel and perceive and what their world is like. In the Instructor Activities sections on specific disabilities, you will find simulations that you may want to engage in, either by yourself or with others. They are equivalent to those included for pupils in the Student Activities. By experiencing these simulations yourself, you will come to better understand what your pupils can learn from them.

Lesson Activities

The major instructional modes used for the beginning of each section of Student Activities are games and group discussions, which are designed for grades K-3. The four flip books play a prominent role in these lessons, and an audio cassette of deaf people learning to speak is included for use with the Hearing Impairment Guide. As each guide progresses to the Activities for More Advanced Students designed for the upper elementary grades, films, books, and more sophisticated projects are suggested. All the activities in the learning

disabilities section are more appropriate for pupils in grades 3 and up because a learning disability is less tangible than the other handicaps.

Each lesson starts with a group discussion. The group discussion should take place in an informal atmosphere, with the students seated either on the floor or on chairs arranged into a comfortable conversational grouping. Sessions should last no more than ten to fifteen minutes, depending on the attention span of the group. The individual lessons provide specific statements to guide you in leading this discussion. As you gain experience with the curriculum, you will be able to create original dialogue.

Each discussion session is then followed by game-like activities or flip-book presentations that further develop the students' understanding of the disability being illustrated and its relationship to the theme of the lesson. As a rule of thumb, ten to twenty minutes should be allowed for these activities. However, some classes may fruitfully pursue them for a considerably longer period of time.

Each lesson has a concluding statement summarizing the understandings that the lesson was designed to develop.

If the learning experiences in the Student Activities sections were utilized daily, the entire curriculum could be covered in four weeks. However, this is not necessarily the best way to implement this program. Some teachers may choose to utilize the guides non-continuously over a longer period of time. Optimally, the teacher will capitalize on the themes and activities throughout the year, repeating and/or building upon them whenever appropriate. Fostering and supporting the acceptance of differences in general, and disabling differences in particular, is not a matter to be dealt with for a few weeks and then forgotten.

The lessons are only a beginning. Resourceful instructors will often add to the activities outlined. A simple way to build on them is to use some of the suggestions the lesson includes at other times of the day. A book mentioned in one of the guides may be read during the regular storytime period; a game from one of the lessons may be played again at another point in the day. Illustrative materials from the program—the flip books and audio cassette—should be kept accessible to pupils so that they can examine them on their own initiative.

Optional activities are provided in some of the lessons, and they are somewhat more demanding than the basic activities. In order to prevent lessons from becoming too long, it is suggested that optional

activities be carried out at a part of the day other than the basic lesson time.

Listening to students is another way to expand their learning experiences; they may suggest ideas through their questions and comments. The discussion guides presented in the lessons provide for strong instructor direction of the discussion. Although this is important for establishing common understandings, it is not sufficient. *Accepting Individual Differences* aims at influencing feelings as well as knowledge. Its effective use requires an atmosphere in which students will feel free to communicate their perceptions and express their concerns, both during the period of time set aside for the lessons and at other times of the day. Often these concerns will be based on misconceptions which the instructor can undo if he or she is aware of them.

In addition to expressing their feelings verbally, pupils will often reflect their understandings through dramatic play, stories, and creative artwork. These exercises provide opportunities for instructors to assess what they are absorbing and to engage them in informal conversation aimed at clarification, when it seems appropriate.

The Activities for More Advanced Students: Guidelines

The subject of handicaps may be treated as a regular part of the social-studies, science, and/or health-education curricula at elementary and secondary-school levels. In fact, the study of the everyday functioning of disabled individuals in our society can be a natural addition to most existing social-studies curricula. It can illustrate in a novel and illuminating manner a major concept of social studies: the various ways human beings adapt to their environment.

The study of most handicaps also fits very easily into science and health-education units dealing with the body and its functions. The concepts of visual and hearing impairments can be introduced into the study of sensory mechanisms. Motor handicaps can be dealt with as part of the study of body parts and the operation of the muscular and skeletal systems. Learning about some forms of mental retardation and neurological impairment can be incorporated into the study of the neurological system, while others can be examined as part of the curriculum in biology (genetics).

No attempt has been made to organize the Activities for More Advanced Students at the end of each guide into series of discrete

lessons. This decision was made to allow you greater flexibility in teaching more mature students about handicaps. You may decide to eliminate some activities, modify others, use some ideas formally but others informally, adapt some suggestions for inclusion into the regular social-studies curriculum, and implement others separately. There is, therefore, no set procedure. Guidelines follow, but they are to be considered suggestive rather than definitive.

1. Find out what your pupils already know about handicaps: Ask them to write a definition of *handicap* (what handicap means and what they know about handicaps); or, ask your pupils to write about someone they have seen who was handicapped.

   If some of your students cannot write well enough to do this, have them tell you what they know about handicaps; or, ask them to draw a picture of a handicapped person and explain what they have drawn.

   By doing this, you will gain a better idea of what your pupils know and what misconceptions they hold about handicapped people.

2. Review the overall objectives of this program (pp. 4–5) and the specific objectives of each guide. Identify those relevant to your students which you plan to pursue.

3. Think about how you can connect the study of disabled people to the social-studies and science work you have been conducting, and then briefly introduce the study of the handicapped by relating it to what your pupils have been learning. Three possible approaches follow.
   - The discussion of student compositions about and/or drawings of the handicapped.
   - A discussion related to individual differences among the people in your class, community, and country, such as physical-appearance variations age differences, ethnic differences, and language variations. Introduce disabilities as another form of individual difference.
   - A discussion of how human beings adapt to their environment. A good example from the perspective of disability could then be presented—for example, how motor-impaired people or blind people adapt to achieve mobility in their environment.

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STUDENT LITERATURE

This list represents only a few samples of student literature that can be used to foster positive attitudes toward the handicapped. More extensive bibliographies are currently being developed by several organizations and individuals.

Key:

Preschool: Prekindergarten–kindergarten

Primary: Grades 1–3

Middle Grades: Grades 4–6

BOWE, F., AND M. STERNBERG. *I'm Deaf, Too: Twelve Deaf Americans*. Silver Springs, Md.: National Association of the Deaf, 1973. *A collection of interviews with prominent deaf Americans (middle grades).*

BYERS, B. *The Summer of the Swans.* Englewood Cliffs, N.J.: Scholastic Book Services, 1970. *A book about the relationship of a girl and her younger, mentally retarded brother (middle grades).*

CHARLIP, R., M. BETH, AND G. ANCONA. *Handtalk: An ABC of Finger Spelling and Sign Language.* New York: Parents Magazine Press, 1974. *A book of photographs of signs illustrated by members of the National Theatre of the Deaf (grades 2-6).*

CHRISTOPHER, M. *Long Shot for Paul.* Boston: Little, Brown, 1966. *A boy is determined to help his retarded brother gain friendship and athletic skills (middle grades).*

DAVIDSON, M. *Louis Braille.* Englewood Cliffs, N.J.: Scholastic Book Services, 1971. *A very well-written book, but page 9 describing the accident that made Louis Braille blind may be disturbing to some children (grades 3-4).*

_____, AND W. WATSON. *Helen Keller.* Englewood Cliffs, N.J.: Scholastic Book Services, 1969 *(grades 3-4).*

FASSLER, J. *Howie Helps Himself.* Chicago: Albert Whitman, 1975. *A picture book about a physically handicapped boy who, like all children, is very proud when he learns to help himself (preschool-primary).*

_____. *One Little Girl.* New York: Behavioral Publications, 1969. *A picture book about a mildly retarded child of six or seven. It develops the idea that even slow children can do some things very well. Appropriate for storytelling (preschool-primary).*

GOLD, P. *Please Don't Say Hello.* New York: Human Sciences Press, 1975. *Sensitively-written story of an autistic child. Describes the strange and frightening world of a severely disturbed child as he relates to other children (grades 2-4).*

HEIDE, F. P. *Sound of Sunshine, Sound of Rain.* New York: Parents Magazine Press, 1970. *A poetic picture book of the thoughts and feelings of a lonely blind boy (grades 2-4).*

HUNTER, E. F. *Child of the Silent Night.* New York: Dell Publishing Co., 1963. *The story of Laura Bridgman, a deaf and blind child who learned to communicate (grades 3-4).*

KEATS, E. J. *Apt. 3.* New York: Macmillan, 1971. *Beautifully illustrated book about two young inner-city boys getting to know a blind man through music and emotions (primary).*

KILLILEA, M. *Wren.* New York: Dell Publishing, 1968. *The story of a young girl with cerebral palsy, written by her mother (middle grades).*

KRAUS, R. *Leo the Late Bloomer.* New York: Young Reader's Press, 1971. *A picture book about a tiger named Leo who did everything wrong until he "bloomed" (preschool).*

LASKER, J. *He's My Brother.* Chicago: Albert Whitman, 1974. *An attractive picture book about a learning-disabled child and his problems with friends and school (preschool-primary).*

LEVINE, E. S. *Lisa and Her Soundless World.* New York: Behavioral Publications, 1974. *Detailed story about a little girl who is born deaf. Provides a great deal of information about the problems and education of the deaf child (primary).*

LITTLE, J. *Mine for Keeps.* New York: Little, Brown, 1962. *A realistic, detailed story with informative illustrations about a cerebral-palsied girl and her return home after a long stay in a residential school (middle grades).*

ROBINSON, V. *David in Silence.* Philadelphia: Lippincott, 1965. *The story of how a deaf boy proves his competence (middle grades).*

SACKMARY, A., AND R. ZEEMAN. *Special People.* Convent Station, N.J.: New Jersey Association for Children with Learning Disabilities, 1973. *Includes short sections on various handicaps, including the blind, deaf, physically handicapped, and the learning-disabled (grades 3-4).*

SAVITZ, H. M. *On the Move.* Binghamton, N.Y.: John Day, 1973. *About young-adult paraplegics who learn to lead full lives in spite of their disabilities. The story focuses upon wheelchair basketball to exemplify this growth (middle grades).*

SOUTHALL, I. *Let the Balloon Go.* New York: St. Martin's Press, 1968. *A well-written, imaginative account of a boy with a mild cerebral palsy and some of the personality problems and frustrations involved in growing up with a handicap (middle grades).*

STEIN, S. B. *About Handicaps: An Open Family Book for Parents and Children Together.* New York: Walker, 1974.

WOLF, B. *Don't Feel Sorry for Paul.* Philadelphia: Lippincott, 1974. *The story of Paul, who can do almost everything other children can do with the help of his prostheses. (grades 3-6).*

WRIGHTSON, P. *A Racehorse for Andy.* New York: Harcourt Brace Jovanovich, 1968. *A retarded boy, his friends, and his reality (middle grades).*

BIOGRAPHIES AND AUTOBIOGRAPHIES FOR ADULTS AND ADOLESCENTS

ANGUS, J. R. *Watch My Words.* Washington, D.C.: The Alexander Graham Bell Association for the Deaf, 1974.

BRICKNER, R. P. *My Second Twenty Years: An Unexpected Life.* New York: Basic Books, 1976. *Physical handicap.*

DEACON, J. J. *Joey.* New York: Scribner, 1974. *Physical handicap.*

GREENFIELD, J. *A Child Called Noah: A Family Journey.* New York: Holt, Rinehart & Winston, 1972. *Autism.*

HUNT, N. *The World of Nigel Hunt: The Diary of a Mongoloid Youth.* New York: Garrett Publications, 1967. *Mental retardation.*

HURWITZ, H. L. *Donald: The Man Who Remains a Boy.* New York: Simon & Schuster, 1973. *Mental retardation.*

KAUFMAN, B. N. *Son-Rise.* New York: Harper & Row, 1976. *Autism.*

KILLILEA, M. *Karen.* Englewood Cliffs, N.J.: Prentice-Hall, 1952. *Physical handicap.*

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KRENTS, H. *To Race the Wind: An Autobiography.* Des Plaines, Ill.: Bantam Books, 1972. *Blindness.*

MASSIE, R., AND S. MASSIE. *Journey.* New York: Knopf, 1976. *Hemophilia.*

OPPENHEIMER, J. *All about Me.* Pittsburgh, Pa.: Association for Learning Disabilities, 1968.

SULLIVAN, T. *If You Could See What I Hear.* New York: Harper & Row, 1975.

ULRICH, S. *Elizabeth.* Ann Arbor, Mich.: The University of Michigan Press, 1972. *Blindness.*

ZOOK, D. *Debby.* Scottsdale, Pa.: Herald Press, 1975. *Blindness.*

MULTIMEDIA MATERIALS

16 mm Films

As a Blind Person. New York: American Foundation for the Blind, 1975. *Tells the story of Bill Schmidt, who was born blind and is now the principal of an elementary school in California (28 minutes, color).*

Blind Children in Sighted Physical Education Classes. DeKalb, Ill.: Northern Illinois University Audio Visual Center. *Focuses on attitudes of blind children and their acceptance by sighted children in the regular physical education programs of elementary and junior high school (20 minutes, black and white).*

Care of the Young Retarded Child. Chicago: International Film Bureau. *Compares normal and retarded children at various chronological and developmental levels (3 months to 5 years), and suggests attitudes and approaches for working with retarded children (20 minutes, color).*

Cast No Shadow. Stanford, Calif.: Professional Arts Incorporated. *Emphasizes the value of recreation in the lives of handicapped children, teens, and adults—from snow skiing to wheelchair surfing (27 minutes, color).*

A Child Is a Child. Hollywood, Calif.: Aims Instructional Media Services, Inc. *Shows young, handicapped children as part of a group—emphasizing how they are like other children even though they may be blind or mentally retarded (7 minutes, color).*

Coming Home. Santa Monica, Calif.: The Stanfield House. *Story about Charlotte, a young girl who leaves a state institution to live in a residential home for the retarded. Deals with the fears and misconceptions of people in the community (27 minutes, color).*

Everybody's Different. Bloomington, Ind.: National Instructional Television Center. *Although every person in the world is different, all share common needs. Handicapped people must work harder than others to accomplish similar tasks (15 minutes, color).*

From Here to There. Austin, Tex.: Visual Instruction Bureau, Division of Extension, University of Texas, 1966. *Factual introduction to the problems of the blind for their sighted schoolmates and the general public. It demonstrates the development of skills in orientation and mobility of blind children, beginning with entrance into school and continuing through high school (25 minutes, black and white).*

I Am Not What You See. New York: Canadian Broadcasting Corp., 1975. *Poignant TV interview with a woman who has achieved a meaningful life in spite of an overwhelming physical handicap (28 minutes, color).*

I'm Really Trying. Los Angeles, Calif.: CANHC Film Distribution. *A segment of the "Marcus Welby, M.D." TV show about a learning-disabled boy whose father thought his mother was spoiling him and that all he needed was "a good military school" (color).*

It Feels Like You're Left Out of the World. New York: McGraw-Hill Films. *Parents and children express the frustration, loneliness, feelings of rejection and worthlessness of the child who is different because he has learning problems (28 minutes, black and white).*

Julia. New York: Holt, Rinehart & Winston. *Provides realistic stimulus material for discussing what the teacher should do with a hearing-impaired child in his or her class. It has an open-ended conclusion, and a study guide is available (10 minutes, color).*

Keep On Walking. White Plains, N. Y.: National Foundation, March of Dimes. *An eleven-year-old boy with double arm prostheses explains it to a class and shows what he can do. Includes attitudes of parents and others (8 minutes, color).*

Little Bigots. Hollywood, Calif.: Aims Instructional Media Services, Inc. *An imaginative representation of rejection for various kinds of differences, performed by a dance company in a surrealistic manner. Content appropriate for elementary-aged children but format appropriate for junior high school (11 minutes, color).*

Madison School Plan. Hollywood, Calif.: Aims Instructional Media Services, Inc. *Shows maximum integration of exceptional children into the regular classroom (18 minutes, color).*

Meet Lisa. Hollywood, Calif.: Aims Instructional Media Services, Inc. *Includes line drawings and narration, and describes a young, brain-injured child's feelings and frustrations. Question guide to stimulate thought and discussion provided (5 minutes, color).*

Mimi. New York: Billy Budd Films, Inc. *The viewer is drawn into a closer identification with Mimi and begins to see the world as it appears through the eyes of a young handicapped woman. Touches on stereotypes, pity, and architectural and psychological barriers (12 minutes, black and white).*

My Brother's Keeper. New York: NBC Educational Enterprises, Inc. *How a community comes to know and live with its retarded citizens (15 minutes, color).*

Out of Left Field. New York: American Foundation for the Blind, 1973. *A panel explores the question of integrating blind youths into sighted recreation groups (7 minutes, color).*

Partners in Learning. Berkeley, Calif.: Bradley Wright Films. *Demonstrates numerous means by which average classroom teachers are meeting the needs of pupils with learning disabilities in a large suburban school district (45 minutes, color).*

Pay Attention: Problems of Hard of Hearing Children. New York: New York University Film Library. *Ways of working with hard-of-hearing children in regular classrooms and methods of early diagnosis of hearing difficulties (31 minutes, black and white).*

A School Day. New York: New York University Film Library. *A nine-year-old blind girl participates in a class with sighted peers (25 minutes, black and white).*

Some of Our Schoolmates Are Blind. New York: American Foundation for the Blind, 1960. *The education of blind children in a successfully integrated public elementary school in Temple City, California. It depicts the children's helpful and accepting attitudes toward blind peers (20 minutes, color).*

That's Me. New York: United Cerebral Palsy Associations, Inc. *Shows a*

program for multi-age groupings of children with a variety of handicaps. Emphasis on the similarities between this individualized program and any good early-childhood program (30 minutes, color).

They Call Me Names. Santa Monica, Calif.: BFA Educational Media, 1972. *Illustrates the negative aspects of labeling through interviews with children and parents of children who have been labeled "retarded." Infers that special-education class placement creates a self-fulfilling prophecy of failure through degraded self-image (20 minutes, color).*

Through Different Eyes. Warren, Mich.: Peach Enterprises, 1970. *The public school program illustrated in this film shows how trainable mentally retarded children can be absorbed into the local community educational system (15 minutes, color).*

To Live On. Franklin Lakes, N.J.: J. E. G. Hess Productions. *Documentary about students at the Joseph Bulova School of Watchmaking, who worked toward the goal of complete independence in spite of having to spend most of their time in wheelchairs (29 minutes, color).*

Victor. Durham, N.C.: Shadowstone Films. *Explores the frustrating problems of a learning-disabled elementary-school boy and the realities of educating a learning-disabled child (25 minutes, color).*

We Can Grow. New York: ACI Films, Inc. *Blind, deaf, and physically handicapped children portrayed naturally in their school setting. Develops the idea that in spite of their handicaps, these children are very much like their normal peers. (For children and adults, thirteen minutes, color.)*

What Color Is the Wind? Los Angeles, Calif.: Allan Grant Productions. *A father discusses his feelings about one of his twin sons who is blind. Children in a regular nursery school are introduced and accept the child's blindness (27 minutes, color).*

What Do You Do When You See a Blind Person? New York: American Foundation for the Blind. *Shows misconceptions people have about the blind, and demonstrates the right and wrong way of dealing with blind adults in various situations (13½ minutes, color).*

Filmstrips and Slides

Children Learn Together: The Integration of Handicapped Children into Schools. Syracuse, N.Y.: Human Policy Press, 1974. *Presents arguments for mainstreaming on all levels and demonstrates necessary preparation, supports, and services available to a teacher if integration is to succeed (132 slides, resource list, and script).*

Systems O.N.E. (Orientation to Normal Environment). Salt Lake City, Utah: Educational Media Center, University of Utah. *A complete orientation to the integration of hearing-impaired children into regular upper-elementary classes. Covers peer and family orientation, classroom management, speech, language, and reading. For preservice and inservice training and parents (9 filmstrips and 9 tape cassettes, 1 introductory booklet).*

A Walk in Another Pair of Shoes. Los Angeles, Calif.: CANHC Film Distribution, 1972. *Describes how it feels to be a child with learning disabilities. For children, teachers, or non-professionals (18½ minutes, color, 35 mm filmstrip, or 35 mm slides with synchronized cassette tape).*

Who Am I? New York: Media Productions, SEIMC, New York City Board of Education, 1975. *Identifies the handicapped person as a positive individual. Emphasizes commonalities (filmstrip and sound tape—audible and inaudible beeps—guide book).*

Videotapes

Donna (Learning to be Yourself). Bloomington, Ind.: National Instructional Television Center. *Helps children understand how people come to accept the things that make them different from others and how the process of becoming a person is, in many ways, the same for everyone—Donna is blind (15 minute, color videocassette).*

Kindergarten. Film and Videotape Library, National Institute on Mental Retardation, Kinsmen NIMR Building, York University Campus, 4700 Keele Street, Downsview, Ontario, Canada M3J 1P3. *Teachers, principal, and child's mother discuss the successful integration of a little girl with Down's Syndrome in an open classroom setting (20 minutes, black and white, ½" EIAJ).*

Lexington (Massachusetts) Teacher Training Project: Integration of Children with Special Needs in a Regular Classroom. Bloomington, Ind.: National Instructional Television Center, 1974. *Series of ten twenty-to-thirty-minute videocassette programs showing a variety of teaching techniques used in dealing with disabilities, from mild perceptual problems to severe mental retardation.*

Audiotape

Mainstreaming: Upset in Polymer. Bloomington, Ind.: Center for Innovation in Teaching the Handicapped, Indiana University, 1973. *A set of guides for small-group discussion and role-playing to conceptualize the problems associated with mainstreaming mildly handicapped children into regular classrooms (4 audiotape cassettes—30 minutes each, 5 players' booklets, 1 observer's booklet, 1 instructor's booklet.)*

Records

Getting Through: A Guide to Better Understanding of the Hard of Hearing. Chicago: Zenith Radio Corp., 1971. *Demonstrates what the world sounds like to hearing-impaired individuals and the problems they encounter in attempting to follow and understand everyday conversation (1 record, guide, and answer sheet for "An Unfair Hearing Test").*

How They Hear: The Sounds of Abnormal Hearing. Northbrook, Ill.: Gordon N. Stowe & Assoc., 1964.